

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION MEETING
RICHMOND, VIRGINIA

MINUTES

March 22, 2001

The Board of Education and the Board of Vocational Education met for the regular business meeting in Senate Room B of the General Assembly Building, Richmond, Virginia with the following members present:

Mr. Kirk T. Schroder, President
Ms. Susan T. Noble, Vice President
Mrs. Jennifer C. Byler
Mr. Mark C. Christie
Mrs. Audrey B. Davidson

Mrs. Susan L. Genovese
Mr. Scott Goodman
Dr. Gary L. Jones
Mrs. Ruby W. Rogers

Dr. Jo Lynne DeMary
Superintendent of Public Instruction

Mr. Schroder called the meeting to order at 9:34 a.m.

INVOCATION AND PLEDGE OF ALLEGIANCE

Mr. Schroder asked for a moment of silence and led in the Pledge of Allegiance.

APPROVAL OF MINUTES OF THE BOARD

Mrs. Genovese made a motion to approve the minutes of the February 15, 2001 meeting of the Board. Copies of the minutes had been distributed previously to all members of the Board for review. The motion was seconded by Mrs. Davidson and carried unanimously.

APPROVAL OF AGENDA

The following items were added to the consent agenda: *Item D—Final Review of Regulations Governing the Secondary School Transcript* and *Item E—First Review for Approval of the Notice of Intended Regulatory Action (NOIRA) for Proposed Revisions to the Regulations Governing General Educational Development Certificates. First Review of a Request from Hopewell City Public Schools Concerning a Literary Fund Loan* was added to the agenda.

Mrs. Byler made a motion to approve the amended agenda. The motion was seconded by Mrs. Rogers and carried unanimously.

CONSENT AGENDA

The motion was made by Mrs. Byler, seconded by Ms. Noble, and carried unanimously for approval of the consent agenda.

- Final Review of Recommendations Concerning Application for Literary Fund Loans for Placement on Waiting List
- Final Review of Recommendations Concerning Applications for Literary Fund Loans
- Final Review of Financial Report on Literary Fund
- Final Review of Regulations Governing the Secondary School Transcript
- First and Final Review for Approval of the Notice of Intended Regulatory Action (NOIRA) for Proposed Revisions to the Regulations Governing General Educational Development Certificates

Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List

No funds are available at this time to release loans for projects on the First Priority Waiting List. The Department of Education's recommendation is that funding for three projects in the amount of \$16,850,000 be deferred and the projects placed on the First Priority Waiting List was accepted by the Board of Education's vote on the consent agenda.

First Priority Waiting List

| COUNTY, CITY OR TOWN | SCHOOL | AMOUNT |
|----------------------|-----------------------|------------------------|
| Russell County | Honaker Elementary | \$1,850,000.00 |
| Lynchburg City | Linkhorne Middle | 7,500,000.00 |
| Appomattox County | Appomattox Elementary | 7,500,000.00 |
| | TOTAL | \$16,850,000.00 |

Final Review of Recommendations Concerning Applications for Literary Fund Loans

The Department of Education's recommendation is for approval of three new applications in the amount of \$16,850,000 subject to review and approval by the Office of the Attorney General pursuant to Section 22.1-156, *Code of Virginia*, was accepted by the Board of Education's vote on the consent agenda.

| COUNTY, CITY OR TOWN | SCHOOL | AMOUNT |
|----------------------|-----------------------|------------------------|
| Russell County | Honaker Elementary | \$1,850,000.00 |
| Lynchburg City | Linkhorne Middle | 7,500,000.00 |
| Appomattox County | Appomattox Elementary | 7,500,000.00 |
| | TOTAL | \$16,850,000.00 |

Final Review of Financial Report on Literary Fund

The Department of Education's recommendation for approval of the financial report on the status of the Literary Fund as of December 31, 2000 was accepted by the Board of Education's vote on the consent agenda.

Final Review of Regulations Governing the Secondary School Transcript

The Department of Education's recommendation is to adopt the proposed revisions to the Secondary School Transcript regulations and authorize the Department of Education to distribute the proposed regulations for an additional 30-day comment period before final approval was accepted by the Board of Education's vote on the consent agenda.

First Review for Approval of the Notice of Intended Regulatory Action (NOIRA) for Proposed Revisions of the Regulations Governing General Educational Development Certificates

The Department of Education's recommendation to waive first review and approve the Notice of Intent Regulatory Action (NOIRA) to initiate the Administrative Process Act (APA) and the Executive Order Process (EOP) for revising regulations was accepted by the Board of Education's vote on the consent agenda.

RECOGNITIONS

Resolutions of Appreciation were presented to the following members of the History and Social Science Standards of Learning Review Task Force:

Advisory Committee Members

The Honorable Benjamin Lambert, III
The Honorable James H. Dillard, II
The Honorable Emmett W. Hanger, Jr.
The Honorable M. Kirkland Cox
The Honorable Donald L. Williams
Mark C. Christie
Susan T. Noble
Ruby W. Rogers
Sue Glasco
Earl J. Hunter, Jr.

Dr. Lin Little Bear Custalow
Paige Goodman
Gerald Terrell
Gayle Robinson
Henry H. Harrell
David Kulp
Patricia Phillips
Seung Dong
Maria Vidal
Michael Allen Wolf

Management Committee Members

J. Brandon Bell, Co-chair
Jim Tucker, Co-chair
Mary Bicouvaris, Co-chair
Margaret Grogan
Dave Wymer
Cam Harris

Carol Simopoulos
Thelma Williams-Tunstall
Judy McConville
Loretta Hannum
Mike Wildasin

Content Area Committee Members

Grades K-3 (Introduction to History and Social Science)

| | |
|-------------------------|---------------------|
| Carol Simopoulos, Chair | Georgia Christie |
| Brenda Winstead | Betsy Barton |
| Bonnie Hobson | Stephanie Lilliston |
| Sara Shoob | |

Grades 4, 5, 6 and 11 (Virginia and United States History)

| | |
|---------------------------------|----------------|
| Thelma Williams-Tunstall, Chair | Lannah Hughes |
| Patricia Hughes | Kay Knowles |
| Melanie Stanley | Clarke Scott |
| Judy Ganzert | Maureen Barber |
| Pat Downey | |

Grades 8 and 9 (World History)

| | |
|------------------------|----------------|
| Judy McConville, Chair | Christine Bell |
| Richard Weber | Susan Douglass |
| Lynn Baker | |

Grade 10 (World Geography)

| | |
|-----------------------|---------------------|
| Loretta Hannum, Chair | Charlotte Stultz |
| Andrew Prophett | Constance Abernathy |
| Georgeanne Hribar | |

Grades 7 and 12 (Civics, Economics & Virginia & U. S. Government)

| | |
|----------------------|----------------|
| Mike Wildasin, Chair | Russell Phipps |
| Agnes Dunn | Lee Chase |
| Rebecca Mills | Susan Seay |
| Russell Flammia | |

A Resolution of Appreciation was presented to each of the following Department of Education staff members who assisted the History and Social Science Standards of Learning Review Task Force:

Dr. Beverley Thurston, principal specialist in History and Social Science
Joan Spence, specialist in Assessment and Reporting
Maureen Hajar, director of Middle School Education
Dr. Patricia Wright, assistant superintendent for Instruction

A Resolution of Recognition was presented to the Virginia Association for Supervision and Curriculum Development, the Recipient of the National Association for Supervision and Curriculum Development's 2001 Affiliate Excellence Award. Ms. Peggy McMasters, immediate past-president and Dr. Joan Byrne, executive director, were present to receive the award.

ACTION/DISCUSSION ITEMS

Presentation on Preliminary Findings of Academic Reviews

Dr. Cheri Magill, director of accreditation at the Department of Education, presented this item. Beginning with the 2001-01 school year, any school rated Accredited with Warning is required to undergo an academic review in accordance with guidelines adopted by the Board (8 Vac 20-131-340.A). It was the responsibility of the Department of Education to develop this academic review process (8 VAC 20-131-310.A) and to coordinate the reviews. Academic reviews of 205 schools rated Accredited with Warning were completed between November 15, 2000 and January 31, 2001. The remaining eight reviews, in Department of Correctional Education facilities, were conducted in February. Each review concluded with a final report citing specific areas of strength, areas for improvement, and suggestions for school improvement planning. As a part of the review, an evaluation was conducted. School staffs were asked to rate the effectiveness of the academic review process, its implementation, and its outcomes (value to the school).

The Department of Education's division of accountability has created several databases containing information from the final reports and from the staff evaluations. The structure of databases will allow data to be sorted by school level (elementary, middle, high, alternative), by school division, and by region. Initial data analysis has begun. Some data have been analyzed to identify specific indicators most often cited in final reports as needing improvement and to identify school staff perceptions of the effectiveness of the academic review process, implementation, and outcomes.

The Board requested staff to return in June with a final report. The report should be statewide and highlight the number one concerns for each school listed, the recommendations made for each school, and the school's plan for follow-up.

First Review of a Request from Hopewell City Public Schools Concerning a Literary Fund Loan

Dan Timberlake, assistant superintendent for finance at the Department of Education, presented this item. The Hopewell City Public Schools plans to renovate Carter G. Woodson Middle School. In addition to the renovations, a significant amount of new construction is also planned for this project. The school division and the local governing body planned to finance the cost of this construction through a Literary Fund loan.

Discussions between staff in the Department of Education and staff in Hopewell City Public Schools revealed that Hopewell City Public Schools had bid on this project; however, the Department of Education had not received the loan application. Pursuant to the "Regulations Governing Literary Fund Applications in Virginia," the project cannot be considered for a Literary Fund loan since it was bid prior to the department's receipt of the application. Department staff informed Hopewell of this determination and advised Hopewell Public Schools of its options.

These options included: 1) cancel the current bids, submit the loan application, and then re-bid the project; or 2) retain the bids received and seek permanent financing from another source such as the Virginia Public School Authority; or 3) seek approval from the Board of Education to consider this project an emergency, which permits the loan application to be accepted even though the project had already been bid.

Dr. David Stuckwisch, superintendent of Hopewell Public Schools, and Mr. Ronald L. Caricofe, chairman of the Hopewell City School Board, explained the circumstances and events.

Mrs. Rogers made a motion to waive first review and accept the loan application as an emergency request. Mrs. Genovese seconded the motion and it carried unanimously.

Mr. Schroder directed that the chairman of the Hopewell City Public Schools send a letter to the Board of Education within ten days acknowledging the error, assuring the Board that this will not happen again, and taking full responsibility of the situation.

First Review of Additional Models/Programs that Include Instructional Methods to Satisfy Provisions in Regulations Establishing Accrediting Standards for Public Schools in Virginia

Dr. Patricia Wright, assistant superintendent for instruction at the Department of Education, presented this item. The revised *Regulations Establishing Accrediting Standards for Public Schools in Virginia*, effective September 28, 2000, require schools accredited with warning in English or mathematics to adopt and implement instructional methods that have a proven track record of success at raising student achievement. The Board approved the first Models/Programs to satisfy the Provisions of the Standards of Accreditation in January 2001.

Mr. Christie made a motion to waive first review and to approve the proposed additional instructional models/programs. The motion was seconded by Mrs. Rogers and carried unanimously.

First Review of a Proposal to Establish a Second Site for the Commonwealth Governor's School in Spotsylvania County

The Board of Education approved the Commonwealth Governor's School in March 1998 to serve the counties of King George, Spotsylvania, and Stafford. The program uses real-time interactive television to link students and teachers at three sites: Colonial Forge High School and Stafford High School in Stafford County and Spotsylvania Vocational Center. Governor's School students from King George County attend the program at Stafford High School.

Enrollment in Commonwealth Governor's School in its first year, 1998-1999, was 161 students at two active sites. In 1999-2000, enrollment increased to 240 students at

three active sites. Currently, Commonwealth Governor's School had 312 ninth- through twelfth- grade students attending classes at three active sites. Commonwealth Governor's School offers curriculum in the four core subjects of English, mathematics, science, and history/social science.

Accepting the Superintendent of Public Instruction's recommendation, Mrs. Byler made a motion to waive first review and lift the restriction on the number of sites and allow the Commonwealth's Governor's School regional board determine the number of sites needed to implement the program effectively. The motion was seconded by Mrs. Davidson and carried unanimously.

The resolution reads as follows:

*Resolution of the Board of Education:
Establish a Second Site for the Commonwealth Governor's School in Spotsylvania County*

WHEREAS, the 1998 Board of Education approved the establishment of the Commonwealth Governor's School to serve King George, Spotsylvania, and Stafford Counties;

WHEREAS, the Board of Education must approve changes to the program at the Commonwealth Governor's School; and

WHEREAS, the student population has increased more than 65 percent each year since the school's establishment.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education lifts the restriction on the number of sites and allows the Commonwealth Governor's School's regional board to determine the number of sites needed to implement the program effectively.

BE IT FURTHER RESOLVED that any additional enrollment costs resulting from the establishment of additional sites would be addressed in the same manner as are changes in enrollment at other Governor's Schools. The additional enrollment proposed for this site is not currently included in the state's budget; therefore, any additional costs related to increased enrollment must be funded by Spotsylvania County until it can be included in the state's budget.

Adopted in Richmond, Virginia This Twenty-second Day of March in the year 2001.

First Review of a Request for Approval of an Innovative Program Involving Opening Prior to Labor Day from the Fairfax County School Board

Mr. Schroder disqualified himself from the discussion and action on this issue because his law firm has provided legal counsel to the Virginia Hospitality and Travel Association. Mr. Christie disqualified himself for similar reasons. Ms. Noble presided on this issue.

After a brief overview from Mr. Charles Finley, assistant superintendent for accountability services at the Department of Education, Mr. Mel Riddile, principal of Stuart High School, Fairfax County Public Schools, spoke to the Board. Mr. Riddile requested approval of a modified school calendar for the following schools: Glasgow Middle School, Falls Church High School, and Stuart High School. These schools serve

high percentages of language-minority students. The traditional school calendar impedes these students academic success.

The modified calendar is described as innovative, and beginning the school year prior to Labor Day will allow the division to hold an eight-week summer trimester that will provide extended learning time to help students improve their performance on Standards of Learning tests. At the high school level, the calendar will allow students to complete up to four additional semester courses, continue with courses they have not yet mastered, or complete two year-long courses in time for the summer Standards of Learning test administration.

Under the modified calendar, classes would begin August 20, 2001, and the second semester would end June 7, 2002. The summer trimester would begin June 13 and run through August 9. The 2002-03 school year would begin August 19, 2002.

The Board has approved similar calendars for eight other school divisions over the past three years. Those schedules provide 210 days of instruction as follows: 180 regular days of instruction and optional two-week intersessions throughout the year that provide up to 30 additional days in instruction.

Mrs. Joan Murphy, assistant attorney general, reviewed Section 22.1-79.1 of the *Code of Virginia*. The law prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause." The conditions under which the Board may grant such waivers are outlined in the *Code*. Part 3 of ' 22.1-79.1 permits the Board to approve a waiver from the requirements of this *Code* provision if the division receives approval of an experimental or innovative program.

Mrs. Murphy said that the General Assembly has placed certain requirements on the waivers and school division must show the following:

1. That it is providing students in the school year for which the waiver is sought with an experimental or innovative program which requires an earlier opening date than Labor Day.
2. That the experimental or innovative program has been approved by the Department of Education under the *Regulations Establishing Standards for Accrediting Public School in Virginia* (8 VAC 20-131-290). 8 VAC 20-131-290 specifies the following:
 - a. The applicants have to show that the innovative programs are not consistent with the accreditation standards or other regulations promulgated by the Board and that they, therefore, need an exemption from the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

- b. The applicants must demonstrate the purpose and objectives of the program, a description of the program, number of students affected, anticipated outcomes and evaluation procedures for measuring student achievement.
3. Waivers should only apply to the opening day for those schools where the experimental or innovative programs are offered, generally to the student body of the school.
4. Experimental or innovative programs must include year-round program.

Dr. Jones made a motion to waive first review and grant a five-year waiver for a modified school calendar for Dogwood Elementary School, Timber Lane Elementary School, Franconia Elementary School, Glen Forest Elementary School, and Graham Road Elementary School as proposed by the Fairfax County School Board.

Dr. Jones further moved that the Board of Education grant a five-year waiver for the Fairfax County School Board to implement a modified school calendar for Glasgow Middle School, Falls Church High School, and Stuart High School with the following conditions: 1) the students who qualify for free reduced lunches determined to be Limited English Proficient (LEP) or need remediation services for the SOL may not be charged for the third trimester; 2) that it is the intention of the school system that site-based faculty are signed as classroom instructors; 3) that transportation is provided for students and that the third trimester students receive Fairfax County Public School transportation during the standard school year; and 4) Fairfax County Public Schools shall submit to the Board of Education and the Superintendent for Public Instruction an annual report on the program efficacy of the schools affected by the waiver. The fifth-year annual report shall be a comprehensive evaluation of the program.

Following the statement of Dr. Jones' motion, Mrs. Murphy rose to clarify that, according to the Code of Virginia, the five-year exemption can apply to the operation of the program; however, the Board cannot grant a five-year waiver from the Labor Day school-opening requirement. Mrs. Murphy said the innovative program can be approved for five years, but the school division would have to come back each year to get the Board's approval for the Labor Day exemption. Therefore, Dr. Jones' motion was amended to include this language. The motion was seconded by Mrs. Davidson and carried unanimously.

The resolution, as adopted, reads as follows:

***Resolution Granting Approval of an Experimental or Innovative Program
Involving Opening Prior to Labor Day***

WHEREAS, ' 22.1-79.1 of the *Code of Virginia* requires local school boards to set the school calendar so that the first day students are required to attend shall be after Labor Day, unless a waiver is granted by the Board of Education; and

WHEREAS, one of the conditions set forth in ' 22.1-79.1 of the *Code* for granting such a waiver is that the school is operating an experimental or innovative program approved by the Board pursuant to the provisions of 8 VAC 20-131-280.D of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* that include instructional programs offered on a year-round basis; and

WHEREAS, the school board of Fairfax County currently operates some schools on a year-round calendar for the 2000-01 school year; and

WHEREAS, the school board of Fairfax County desires to expand the number of elementary schools being operated on a year-round or calendar; and

WHEREAS, the school board of Fairfax County is interested in operating two high schools and one middle school on a modified calendar that requires opening those schools prior to Labor Day; and

WHEREAS, the operation of schools on a modified calendar involving opening prior to Labor Day requires approval of the Board of Education;

NOW, THEREFORE BE IT RESOLVED THAT the Board approves the experimental or innovative programs involving instructional programs that operate on a year-round or extended year schedule in the schools listed below for a period of five years beginning with the 2001-02 school year:

Falls Church High School
Franconia Elementary School*
Franconia Center*
Glasgow Middle School
Glen Forest Elementary School*
Graham Road Elementary School*
Stuart High School

Year-Round Calendars Previously Approved for 2000-01

Dogwood Elementary School
Timber Lane Elementary School

*Indicates additional schools that would be operating on a year-round schedule

AND BE IT FURTHER RESOLVED THAT, the Board of Education grants a waiver of the provisions of ' 22.1-79.1 of the *Code of Virginia* to the Fairfax County School Board for the above schools to open prior to Labor Day for the school year 2001-02;

AND BE IT FURTHER RESOLVED THAT, the Fairfax County School Board shall submit annual reports on the improvement of Standards of Learning test scores for each of the above schools no later than October 1 of each of the school years the programs are operated;

AND BE IT FINALLY RESOLVED THAT, as a result of action taken by the General Assembly of Virginia that results in a change in the provisions of ' 22.1-79.1 of the *Code of Virginia*, the approval to operate these programs may be withdrawn upon notification to the Fairfax County School Board without further action by the Board of Education.

Adopted in Richmond, Virginia, This Twenty-second Day of March 2001.

First Review of a Request for Approval of an Innovative Program Involving Opening Prior to Labor Day from Mecklenburg County School Board

At the request of the local superintendent, the item was deferred until the Board's April meeting.

First Review of a Request for Approval of an Innovative Program Involving Opening Prior to Labor Day From the Hampton City School Board

Mr. Schroder disqualified himself from the discussion and action on this issue because his law firm has provided legal counsel to the Virginia Hospitality and Travel Association. Mr. Christie disqualified himself for similar reasons. Ms. Noble presided on this issue.

After a brief overview, Mr. Finley acknowledged Dr. Rebecca Lett, assistant superintendent of Hampton City Public Schools. The school board of the city of Hampton is seeking continuing approval to open two elementary schools and one middle school prior to Labor Day for the 2001-02 school year and approval to add four additional elementary schools to the list of schools operating on a 45-15 year-round school schedule. The schools are Aberdeen Elementary School, Bassette Elementary School, Lee Elementary School, and Wythe Elementary School. This would bring the total number of schools in Hampton operating on this schedule to seven (six elementary, one middle). Two of the elementary schools, Merrimack and Smith, and one middle school, Spratley, have been operating on a year-round schedule since the 1998-99 school year with the approval of the Board. The request for approval of year-round schedules of the new schools is consistent with prior approval of the Board of schools in this division.

In response to a question from Mrs. Byler, Dr. Lett stated that the SOL test scores of the students on the year-round schedule were higher than the students on the traditional schedule.

Mrs. Byler made a motion to waive first review. The motion was seconded by Mrs. Genovese and carried unanimously.

Mrs. Davidson made a motion to approve the request. Mrs. Byler amended the motion to specify that, along with approval, the Board requests Hampton City Public Schools to submit to the Board of Education and the Superintendent of Public Instruction an annual report on the efficacy of the programs at the schools affected by this waiver and that the fifth-year annual report shall be a comprehensive evaluation of the program. The motion was seconded by Mrs. Genovese and carried unanimously.

The resolution reads as follows:

***Resolution Granting Approval of an Experimental or Innovative Program
Involving Opening Prior to Labor Day***

WHEREAS, ' 22.1-79.1 of the *Code of Virginia* requires local school boards to set the school calendar so that the first day students are required to attend shall be after Labor Day, unless a waiver is granted by the Board of Education; and

WHEREAS, one of the conditions set forth in ' 22.1-79.1 of the *Code* for granting such a waiver is that the school is operating an experimental or innovative program approved by the Board pursuant to the provisions of 8 VAC 20-131-280.D of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* which may be an instructional program offered on a year-round basis; and

WHEREAS, the school board of the city of Hampton currently operates such a program at Merrimack and Smith Elementary Schools and Spratley Middle School; and

WHEREAS, the school board of the city of Hampton desires to initiate a year-round instructional program at Aberdeen Elementary School, Bassette Elementary School, Lee Elementary School, and Wythe Elementary School for the 2001-02 school year; and

WHEREAS, the program proposed for these schools is consistent with previously approved year-round programs approved by the Board;

NOW, THEREFORE BE IT RESOLVED THAT the Board approves the experimental or innovative programs involving instructional programs that operate on a year-round schedule and grants a waiver of the provisions of ' 22.1-79.1 of the *Code* to the school board of the city of Hampton for Aberdeen, Bassette, Lee, and Wythe Elementary Schools for the school year 2001-02.

AND BE IT FURTHER RESOLVED THAT, the Hampton City School Board shall submit annual reports on the improvement of Standards of Learning test scores for each school opening prior to Labor Day no later than October 1 of each of the school years the programs are operated;

AND BE IT FINALLY RESOLVED THAT, as a result of action taken by the General Assembly of Virginia that results in a change in the provisions of ' 22.1-79.1 of the *Code of Virginia*, the approval to operate these programs may be withdrawn upon notification to the Hampton City School Board without further action by the Board of Education.

Adopted in Richmond, Virginia, This Twenty-Second Day of March in the Year 2001.

***First Review of a Request for Approval of an Innovative Program Involving Opening
Prior to Labor Day from the Virginia Beach City School Board***

Mr. Schroder disqualified himself from this issue because his law firm has provided legal counsel to the Virginia Hospitality and Travel Association. Mr. Christie disqualified himself for similar reasons. Ms. Noble presided on this issue.

Before opening the discussion on this issue, Ms. Noble noted that this request has generated a great deal of public discourse and the Board members have received a large number of letters, e-mails, and faxes from persons concerned about this issue. She noted that the persons who contacted the Board have strong feelings about this proposal. Ms. Noble told the audience that all sides would be heard. Further, Ms. Noble described how she would handle the discussion on this issue. Mr. Finley is to be invited to speak first, then, as a matter of protocol, the Superintendent of Public Instruction will be invited to

make remarks. Following this, the superintendent from Virginia Beach will be invited to the podium to present his application on behalf of the Virginia Beach City Public School Board. Following the superintendent's presentation, a 20-minute public comment period, to be coordinated by Mr. Tom Lisk, from the Virginia Beach Travel Association, will be provided for those persons in the audience who wish to speak in opposition to the request for the waiver. Board of Education members will have an opportunity to ask questions, then there will be a time period for rebuttal for the local school board.

Ms. Noble stated that, while this is a controversial issue for some members of the audience, decorum will be maintained at all times during the discussion. Ms. Noble thanked the audience for their respectful, courteous attention to all of the discussion.

Ms. Noble recognized Mr. Finley. Mr. Finley stated that the Virginia Beach City Public Schools has submitted a proposal to the Board of Education for a three-year pilot program to open schools prior to Labor Day and establish a 187-day instructional calendar. Mr. Finley noted that the Department of Education has received a minor revision to the proposal, which was distributed to the Board. The revised proposal calls for adding four instructional days, instead of six as originally requested. The division is still requesting the pre-Labor Day opening waiver.

Dr. Timothy R. Jenney, division superintendent of Virginia Beach Public Schools, presented the proposal. Mr. Jenney was assisted by Linda Koutofas, 1999 Virginia's Teacher of the Year; Dan Edwards, Chair of the Virginia Beach School Board; and Sue Glasco, state president of Virginia Congress for Parents and Teachers. Dr. Jenney stated that he was before the Board of Education today to reinforce his local school board's request for a waiver in order that the entire school division may begin school prior to Labor Day.

The Virginia Beach School Board is seeking approval of a three-year pilot project to open all of its schools prior to Labor Day so that a 187 instructional-day calendar can be established. The school board has modified its original proposal to implement the "SMART Start Program" by adding four, instead of six, new student days and nine additional staff days to the annual calendar.

Dr. Jenney described the SMART Start Program as an innovative program designed to use comprehensive, uniform assessment strategies throughout the school division that will lay the groundwork for instruction that is targeted and responsive to the diagnostic evidence of both individual and collective student achievement. In addition, it is innovative because it restructures the school year with a front-end extension to the student calendar intended exclusively for purposes of pre-assessment. No other school division in Virginia has an extended calendar of 187 days that will include four student days prior to the start of the traditional school year for assessing academic readiness, establishing annual goals, and planning the year's instructional program based on data analysis. Students would attend for four days beginning August 27. Staff will begin work August 20.

Dr. Jenney noted that the plan is to phase-in the four additional days during the first year; five additional days in the second year, and six additional days in the third year of the program.

Ms. Linda Koutofas further described components of the SMART Start Program, and stated that it is the intention of the Virginia Beach City Public Schools that a variety of the current, on-going student assessment activities be moved to the first week of school.

Dr. Jenney then spoke to the pre-Labor Day component of the request. He stated that it is impractical to add the four instructional days to the end of the school calendar or to eliminate all holiday breaks during the year. Dan Edwards, Chair of the Virginia Beach School Board, addressed the proposal and confirmed the local board's support for the request that is before the state board today. Mr. Edwards then introduced the members of his board seated in the audience.

Mr. Edwards stated that the SMART Start Program is innovative because it does not simply add days; rather it calls for the extra days to be used for student assessment, staff assessment, goal-setting. The local board has accommodated some of the public and business concern by revising the proposal to include the four student days prior to Labor Day, instead of six, as originally planned. Students will begin school on August 27. He further noted that the local board feels that all students, not just some at a small number of schools, should benefit from the SMART Start Program. Mr. Edwards stated that his board seeks the state board's approval for an innovative, three-year program to assess the advantages of this sincere, solidly-based program.

Ms. Noble opened the floor for questions from the Board of Education members. The Virginia Beach representatives responded to several questions related to the design and development of the assessment.

Ms. Noble recognized Mr. Tom Lisk, who had agreed, at the request of Ms. Noble, to organize a 20-minute public comment time for the persons who wished to speak against granting the waiver request. Mr. Lisk spoke as a representative of the Virginia Hospitality and Travel Association, and the following persons spoke in opposition of the pre-Labor Day waiver request:

Bill Dillion
Kathleen Marshall
Robbie MacCall, speaking for his father, Bruce MacCall,
Julie Hortland
Joe Cobb
Ken Taylor

Following the public comment, Ms. Noble opened the floor for comment and questions from the Board of Education. Mr. Goodman stated his feeling that the Board of Education should make a decision on this matter at this meeting. He stated that the

Virginia Beach representatives deserved an answer at this meeting. Mrs. Byler made a motion to waive first review. The motion failed.

Mrs. Rogers made a motion to accept the request on first review and request the opinion of the Attorney General's Office regarding the legal authority of the Board to act on this request. Dr. Jones seconded the motion. Mrs. Murphy said that the Attorney General does not have the authority to decide this issue and that it is the responsibility of the Board to review the application in accordance with the statutory requirements. The motion failed.

Mrs. Genovese said that having been on the prevailing side in the motion to not waive first review, she would like to revisit and discuss the issue again. Mrs. Byler seconded the motion. By a show of hands, the Board agreed to waive first review.

Mrs. Murphy informed the Board of the following options since first review has been waived: 1) to vote it at this meeting; or 2) recess this meeting and have another meeting in a few days or next week. If the second option is chosen, the Board must give notice of the time and place of the new meeting.

Mr. Goodman made a motion that the Board of Education deny the pre-Labor Day waiver request. Dr. Jones seconded the motion. The question was called. By show of hands, Mr. Jones, Mr. Goodman, and Ms. Noble voted in favor of the motion. Mrs. Byler, Mrs. Davidson, Mrs. Rogers, and Mrs. Genovese voted against the motion. Ms. Noble announced the result of the vote and stated that the motion failed with a vote of three "yeas" and four "nays." Ms. Noble stated that, by this action, the waiver request was approved.

Mrs. Murphy rose to request that a new motion, stated in the positive, be made in order that the intent of the Board be made clearer.

Mrs. Byler then made a motion to accept the proposal of the Virginia Beach School Board and grant a waiver. Mrs. Davidson seconded the motion. By a show of hands Mr. Goodman, Dr. Jones and Ms. Noble voted against the motion; Mrs. Davidson, Mrs. Byler, Mrs. Rogers and Mrs. Genovese voted in favor of the motion. The motion passed with a vote of 4 to 3.

First Review of an Alternative for the Praxis I Assessments for Initial Licensure

Dr. Thomas Elliott, assistant superintendent for teacher education and professional licensure at the Department of Education, presented this item. House Bill 2123 passed by the 2001 General Assembly amends Section 22.1-298 of the *Code of Virginia* directing the Board of Education, in setting passing scores for the professional teacher's examination required for initial licensure, to establish an alternative for the Praxis I assessments.

The following alternatives for the Praxis I assessments are recommended to the Board of Education for consideration: 1) establish a composite score—one passing score

based on the sum of all three tests—with a minimum score for each test; and 2) establish a composite score—one passing score based on the sum of all three tests—without a minimum score for each test. In both alternatives, the composite scores of 532 for PPST and 973 for CBT are based on the current scores approved by the Board of Education.

The Board requested the Superintendent of Public Instruction to inform school divisions that this issue is pending and will be discussed at the April Board meeting.

The Board accepted this item for first review.

Report of the Results of the Fall 2000 Administration of the Stanford 9 Achievement Tests

Cameron Harris, assistant superintendent for assessment and reporting, presented this item. The Stanford 9 tests were taken last fall by more than 263,000 Virginia students in grades 4, 6, and 9. The tests are administered annually and measure achievement in reading, language, and mathematics. The Stanford 9 tests are norm-referenced, meaning that student achievement is compared with a national average, represented by the 50th percentile. The Stanford 9 tests function as an external, objective check on the effectiveness of Virginia's Standards of Learning.

The Board received the report.

Final Review of Revised History and Social Science Standards of Learning

In June 2000, Kirk T. Schroder, president of the Board, appointed an Advisory Task Force on the History and Social Science Standards of Learning. The responsibility of the Task Force was to review the History and Social Science Standards of Learning, approved in June 1995, as well as the Teacher Resource Guide and to make recommendations for revisions. The Advisory Task Force was comprised of an advisory committee that provided direction to the review process, a management committee that managed the review and revision of the standards, and review committees that analyzed the Standards of Learning and Teacher Resource Guide in accordance with recommendations from the advisory and management committees.

Brandon Bell, Mary Bicouvaris, and Jim Tucker co-chaired the Advisory Task Force. Brandon Bell, former member of the Board of Education, provided the overall leadership for the review process and chaired meetings of the entire Task Force. Three additional members of the Board served as liaisons to the Task Force: Mark Christie, Susan Noble, and Ruby Rogers. Teachers, instructional specialists, and others served on the review committees, which were organized by grades or subjects.

The Task Force was not asked to produce entirely new Standards of Learning and Guide; rather the Task Force was asked to recommend revisions to the current Standards of Learning and Guide. The Task Force paid special attention in its review and recommendations primarily in two specific areas: (a) sequencing for effective instruction and assessment and (b) quantity of material for effective teaching within available instructional time. The History and Social Science Standards of Learning also have been

supplemented to recognize additional contributions and experiences of men and women of diverse racial, ethnic, cultural and religious groups in the history of Virginia, the United States, and the world.

The Advisory Task Force submitted a draft document of the revised standards at the November 30, 2000 Board of Education meeting. A public comment period that included four statewide public hearings followed the Board's acceptance of the draft document. The Advisory Task Force's management committee met in two working sessions with the Board of Education to review public comment and discuss the management committee's final recommendations.

Based on discussions and directions provided during the Board's work sessions, Department of Education staff edited the proposed November 30 revised standards, incorporating the management committee's recommendations. The revised document is being presented to the Board of Education for final review and adoption. The Department of Education made minimal changes to the recommendations that the management committee discussed with the Board in its work sessions. Immediately following approval of the Standards of Learning, the Teacher Resource Guide will be finalized.

Prior to opening the floor for discussion on this item, Mr. Schroder announced to the audience that, at the end of each section or grade level, persons who wish to speak to the Board will be given the opportunity to address the Board. Mr. Schroder further explained that the Board will go through the proposed document in its entirety prior to adjourning for the day. On Friday, March 23, the Board will reconvene at 9:00 a.m. to take a final vote on the document and any amendments made at today's meeting.

Mr. Schroder then opened the floor for the Board of Education's discussion on this item. Following are changes/amendments for the History and Social Science Standards of Learning for Virginia Public Schools suggested by Board Members. The new language is shown in italics:

INSIDE THE FRONT COVER

Mr. Christie made a motion to insert the following language inside the front cover. The motion was seconded by Mrs. Byler and carried unanimously.

Standards of Learning and Teacher Resource Guide

The History and Social Science Standards of Learning are accompanied by a Teacher Resource Guide that amplifies and defines in greater detail the knowledge and skills contained in the Standards of Learning themselves. The Standards of Learning and the Teacher Resource Guide should be considered together because they form an integrated body of knowledge and skills that the Standards of Learning tests measure. The Teacher Resource Guide is available at www.pen.k12.va.us and at your child's school. For further information about the

Teacher Resource Guide, contact the Virginia Department of Education at (804) 371-2767 or your local school division.

PREFACE

No changes or amendments.

INTRODUCTION—GOALS

Mr. Christie made a motion to insert the following language. The motion was seconded and carried unanimously.

Instill in students a thoughtful pride in the history of America through an understanding that what “We the People of the United States” launched more than two centuries ago was not a perfect union but a continual effort to build a “more perfect” union, one which would become the world’s most successful experiment in constitutional self-government.

KINDERGARTEN—INTRODUCTION TO HISTORY AND SOCIAL SCIENCE

Ms. Noble made a motion to add the following language to the preface paragraph. The motion was seconded by Mrs. Rogers and carried unanimously.

The standards for kindergarten students include an introduction to the lives of interesting *Americans* in history *whose lives demonstrated the virtues of patriotism, courage and kindness*. During the course of their first year in school, students should learn basic concepts *related to history, patriotism, national symbols*, geographic direction, needs and wants, and the importance of following rules and respecting the rights and property of other people, *and they should be introduced to the concepts of good citizenship*.

History

K.1. A Mrs. Byler made a motion to substitute the name Betsy Ross with the name Molly Pitcher. Mrs. Davidson seconded the motion. After a brief discussion, Mrs. Byler withdrew the motion.

K.1.B Mrs. Byler made a motion to change the language Fourth of July to *Independence Day (Fourth of July)*. Mrs. Genovese seconded the motion and it carried unanimously.

K.2 No changes or amendments.

Geography

K.3 No changes or amendments.

K.4 No changes or amendments.

K.5 No changes or amendments.

Economics

K. 6 No changes or amendments.

K.7 No changes or amendments.

Civics

K.8 Ms. Noble made a motion to add the following language as a new bullet. The motion was seconded by Mrs. Rogers and carried unanimously.

e) practicing honesty, self-control, and kindness to others.

K.9 Mrs. Byler made a motion to add the following language. Mr. Goodman seconded the motion. The motion failed with a vote of 8 to 1.

The student will recognize the American flag, the Pledge of Allegiance, and that the President is the leader of the United States *and the Governor of Virginia is the leader of the state.*

GRADE ONE—INTRODUCTION TO HISTORY AND SOCIAL SCIENCE

Ms. Noble made a motion to add the following language to the last sentence in the Preface paragraph. The motion was seconded by Mrs. Rogers and carried unanimously.

First grade students should learn to apply the traits of good citizenship and recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions who make contributions to their communities and who are united *as Americans* by common principles.

History

1.1 No changes or amendments.

1.2 No changes or amendments.

1.3 For consistency and editing purposes, the Board agreed for staff to change the language Fourth of July to *Independence Day (Fourth of July)* throughout the document.

Geography

1.4 No changes or amendments.

1.5 No changes or amendments.

1.6 No changes or amendments.

Economics

- 1.7 No changes or amendments.
- 1.8 No changes or amendments.
- 1.9 No changes or amendments

Civics

- 1.10 Ms. Noble made a motion to add the following language. The motion was seconded by Mrs. Genovese and carried unanimously.
 - b) recognizing the purposes of rules *and practicing self-control*
 - e) *valuing honesty and truthfulness in oneself and others.*
- 1.11 Mrs. Byler made a motion to change Washington Monument to *the United States Capitol*. The motion failed for lack of a second.
- 1.12 Ms. Noble made a motion to insert the following language. The motion was seconded by Mrs. Genovese and carried unanimously.

The student will recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions who made contributions to their communities and who are united *as Americans* by common principles.

A member of the audience, Roxanne Grossman, rose and asked the Board to consider amending the new language to restore the previous language that was deleted.

Mr. Christie made a motion to add the new language as follows. The motion was seconded by Mr. Goodman and carried unanimously.

The student will recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions, *who make contributions to their communities*, and who are united as Americans by common principles.

GRADE TWO—INTRODUCTION TO HISTORY AND SOCIAL SCIENCE

Ms. Noble made a motion to add the following language to the last sentence in the Preface paragraph. The motion was seconded and carried unanimously. For consistency and editing purposes, the Board agreed for staff to change the language to “as Americans” throughout the document.

The students will recognize that the United States is a land of people who have diverse ethnic origins, customs, and traditions and who are united *as Americans* by common principles.

Mr. Christie made a motion to add the following language to the last sentence in the Preface paragraph. The motion was seconded and carried unanimously. For consistency

and editing purposes, the Board agreed for staff to change the language to include *who make contributions to their communities* throughout the document.

The students will recognize that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities and who are united as Americans by common principles.

History

- 2.1 No changes or amendments.
- 2.2 No changes or amendments.
- 2.3 No changes or amendments.

Geography

- 2.4 No changes or amendments.
- 2.5 No changes or amendments.
- 2.6 No changes or amendments.

Economics

- 2.7 No changes or amendments.
- 2.8 No changes or amendments.
- 2.9 No changes or amendments.

Civics

- 2.10 Ms. Noble made a motion to restore the language that was deleted in item “b”—*obeying rules and laws*. Mr. Christie seconded the motion. After a brief discussion, Ms. Noble withdrew her motion.

Ms. Noble made a motion to add item “d”—*demonstrating self-discipline and self-reliance*. Mr. Goodman seconded the motion, and it carried unanimously.

Ms. Noble made a motion to add item “e”—*practicing honesty and trustworthiness*. Mr. Goodman seconded the motion, and it carried unanimously.

Mrs. Byler made a motion to add item “f”—*respecting others religious beliefs and practices*. Mr. Goodman seconded the motion. The motion failed with a vote of 2 “yeas” and 7 “nays.”

- 2.11 Mrs. Byler made a motion to change “contributions” to “*whose work or actions*” Mrs. Davidson seconded the motion. The motion failed with a vote of 3 “yeas” and 3 “nays.”

- 212. The Board agreed for staff to draft a statement for this section.

GRADE 3—INTRODUCTION TO HISTORY AND SOCIAL SCIENCE

Ms. Noble made a motion revise the last paragraph in the Preface section. Mrs. Genovese seconded the motion, and it carried unanimously. The new language reads as follows:

Third grade students will recognize that *Americans are a people* of diverse ethnic origins, customs, and traditions who all contribute to American life *and who are united by common principles*.

History

3.1 No changes or amendments.

3.2 Mr. Goodman made a motion to delete this section because he feels that the study of the early West African Empire of Mali is not appropriate for the third grade. Mr. Goodman indicated that the study of Mali is represented in the U. S. History section for middle school and also in the World History section for high school in the Standards of Learning. Mrs. Byler seconded the motion. The motion failed with a vote of 6 to 2. Mrs. Davidson was not present to vote.

Mr. Goodman made a motion for staff to substitute Mali with an African empire, nation, or culture that is in closer relation to the Black Africans who came to America. The motion failed for lack of a second.

Mr. Goodman made a motion to add: “*and the early Aztecs kingdom of Mexico and its government and economy.*” Mrs. Byler seconded the motion. The motion failed with a vote of 6 to 2. Mrs. Davidson was not present to vote.

3.3 No changes or amendments.

Geography

3.4 No changes or amendments.

3.5 No changes or amendments.

3.6 No changes or amendments.

3.7 No changes or amendments.

3.8 No changes or amendments.

3.9 No changes or amendments.

Civics

3.10 No changes or amendments.

3.11 The Board agreed to delete the word “freedom” in section “a.”

- 3.12 Ms. Noble made a motion to add the following language. Mrs. Genovese seconded the motion.

The student will recognize that *Americans are a people* of diverse ethnic origins, customs, and traditions *who are united by the basic principles of the American constitutional government and respect for individual rights and freedoms.*

Mr. Schroder asked for comment from the representative from the management team. The representative explained that it recommended changing “constitutional form of government” to “republican form of government.” Ms. Noble withdrew her motion. There were no objections from Board members, and the language reads as follows:

The student will recognize that *Americans are a people* of diverse ethnic origins, customs, and traditions who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

VIRGINIA STUDIES

Skills

- VS.1 No changes or amendments.

Virginia: The Land and Its First Inhabitants

- VS.2 No changes or amendments.
VS.3 The Board agreed to substitute the word “*impact*” for importance in item “e.” After consulting with the Management Committee, the Board agreed to keep the current language.
VS.4 No changes or amendments.
VS.5 No changes or amendments.

Political Growth and Western Expansion: 1781 to the Mid 1800s

- VS.6 No changes or amendments.

Civil War and Post-War Eras

- VS.7 Mr. Christie made motion to add the following language. Mrs. Genovese seconded the motion. The motion carried unanimously.
- a) *identifying the events and difference between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;*
 - b) *describing Virginia’s role in the war.*

Mr. Goodman offered a substitute amendment to include the following language.

- b) *describing Virginia's role in the war, including identifying major battles that took place in Virginia.*

Mrs. Byler seconded the motion. The motion for the substitute amendment failed with a 3 “yeas” to 4 “nays.”

VS.8 No changes or amendments.

Virginia: 1900 to the Present

VS.9 No changes or amendments.

VS.10 No changes or amendments.

UNITED STATES HISTORY TO 1877

Skills

US1.1 No changes or amendments.

Geography

US1.2 No changes or amendments.

Exploration to Revolution: Pre-Columbian Times to the 1770s

US1.3 No changes or amendments.

US1.4 No changes or amendments.

US1.5 No changes or amendments.

Revolution and the New Nation: 1770s to the Early 1800s

US1.6 Mr. Christie made a motion to add the following language. Mrs. Genovese seconded the motion, and it carried unanimously.

- b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, *with emphasis on the ideas of John Locke.*

US1.7 No changes or amendments.

Expansion and Reform: 1801 to 1861

US1.8 Mrs. Byler made a motion to delete item “d” because it is covered in another section. The motion failed for lack of a second. Mrs. Byler withdrew the motion.

Civil War and Reconstruction: 1860s to 1877

- US1.9 No changes or amendments.
US1.10 No changes or amendments.

UNITED STATE HISTORY: 1877 TO THE PRESENT

Skills

- USII.1 No changes or amendments.

Geography

- USII.2 No changes or amendments.

Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s

- USII.3 Mrs. Byler made a motion to add item “f”. Mrs. Davidson seconded the motion. The new language is as follows.

Explain the reasons for and against the 16th Amendment, which is the establishment of the Federal Income Tax.

After a brief discussion, Mrs. Byler withdrew the motion.

Turmoil and Change: 1890s to 1945

- USII.4 No changes or amendments.
USII.5 No changes or amendments.
USII.6 No changes or amendments.

The United States since World War II

- USII.7 Mrs. Genovese made a motion to reverse items “d” and “c.” Mr. Goodman seconded the motion, and it carried unanimously

Mrs. Genovese made a motion to delete USII.8 and combine this item with USII.7. Mr. Christie seconded the motion. The new language reads as follows:

d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, the Civil Rights Movement, and the changing role of women, and the impact of new technologies on American life.

After a brief discussion, Mrs. Genovese rescinded the amendment to combine USII.7 and USII.8. Mrs. Genovese made motion that the new USII.7.d read as follows.

Describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities as a result of World War II.

Due to a lack of a second, the motion failed.

CIVICS AND ECONOMICS

Mr. Christie made a motion to insert the following language in the Preface. Mrs. Davidson seconded the motion, and it carried unanimously.

The standards identify the personal character traits *such as patriotism, respect for the law, and a sense of civic duty*, that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society.

CE.1 No changes or amendments.

CE.2 No changes or amendments.

CE.3 No changes or amendments.

CE.4 Mr. Christie made a motion to retain the language from the November 30, 2000 draft and to delete item “e.” Mrs. Byler seconded the motion, and it carried unanimously.

CE.5 No changes or amendments.

CE.6 No changes or amendments.

CE.7 No changes or amendments.

CE.8 Mr. Christie made a motion to insert a new item “d.” Mr. Goodman seconded the motion, and it carried unanimously. The new language is as follows:

Explaining how due process protection seek to ensure justice.

CE.9 No changes or amendments.

CE.10 Mrs. Byler made a motion to add item “e.” The motion was seconded. The new language reads as follows.

Comparing the principles of America’s free market economy with those of socialism and communist.

After a brief discussion, Mrs. Byler withdrew her motion.

- CE.11 Mrs. Byler made a motion to insert new language to item “c.” The language reads as follows. The motion was seconded and carried unanimously.

Describing the impact of taxation, borrowing, and spending; *including the reasons for and against the 16th Amendment*.

- CE.12 No changes or amendments.

WORLD HISTORY AND GEOGRAPHY TO 1500 A.D.

- WHI.1 No changes or amendments.

Era I: Human Origins and Early Civilizations, Prehistory to 1000 B. C.

- WHI.2 No changes or amendments.

- WHI.3 No changes or amendments.

Era II: Classical Civilizations and Rise of Religious Traditions, 1000 B. C. to 500 A.D.

- WHI.4 No changes or amendments.

- WHI.5 No changes or amendments.

- WHI.6 No changes or amendments.

Era III: Postclassical Civilizations, 500 to 1000 A.D.

- WHI.7 No changes or amendments.

- WHI.8 No changes or amendments.

- WHI.9 No changes or amendments.

Era IV: Regional Interactions, 1000 to 1500 A.D.

- WHI.10 No changes or amendments.

- WHI.11 No changes or amendments.

- WHI.12 No changes or amendments.

- WHI.13 No changes or amendments.

Mrs. Davidson made a motion to change the name to World History and *World Geography to 1500 A.D.* The motion was seconded and carried unanimously

WORLD HISTORY AND GEOGRAPHY: 1500 A.D. TO PRESENT

- WHII.1 No changes or amendments.

- WHII.2 No changes or amendments.

Era V: Emergence of a Global Age, 1500 to 1650 A.D.

- WHII.3 No changes or amendments.
WHII.4 No changes or amendments.
WHII.5 No changes or amendments.

Era VI: Age of Revolutions, 1650 to 1914 A.D.

- WHII.6 No changes or amendments.
WHII.7 No changes or amendments.
WHII.8 Mr. Goodman made a motion to substitute “subsequent” for “resulting.”
The motion was seconded and carried unanimously.

Era VII: Era of Global Wars, 1914 to 1945

- WHII.9 Mrs. Byler made a motion to substitute “*genocide*” for “massacres.”
Dr. Jones seconded the motion.

Mrs. Genovese offered a substitute motion for item “b”—*Explaining the outcomes and global effect of the war, including the genocide of Armenians and deportation and massacres of Turks, Kurds, and other ethnic groups, and the Treaty of Versailles*. Mrs. Davidson seconded the motion. The motion passed with a vote of 4 to 3.

Mrs. Genovese made an additional motion to read as follows:

Explaining the outcomes and global effects of the war, including massacres of Armenians, Turks, Kurds and other ethnic groups, and the Treaty of Versailles. The motion failed for a lack of a second.

The representative from the Management Committee said they did not use the term genocide because the term was not created until 1944. The committee tried to create a document that was chronologically accurate. By using a term before it was created the committee felt that it might confuse the students. By presenting the facts of what happened at the end of World War I, this would allow the students to revisit the topic. Further, teachers can use a this objective as a teachable moment to go back and examine from the beginning of the Twentieth Century.

An extended public comment period was afforded to persons in the audience who wished to address the Board on this topic. Three representatives from the Turkish community and three representatives from the Armenian community spoke, as follows:

Gudar Kuknar
Anne Norris
Can Korman

Richard Kevorkian
Sertop Schreffler
Ben Baronian

- WHII.10 No changes or amendments.
- WHII.11 The Management Committee recommended removing the names Benito Mussolini and Hirohito. The Board accepted the recommendation.

Era VIII: The Post War Period, 1945 to the Present

- WHII. 12 Mr. Christie made a motion to delete Korea and Kim II Sung in item “c.” Mrs. Genovese seconded the motion, and it carried unanimously.
- WHII. 13 No changes or amendments.
- WHII.14 No changes or amendments.
- WHII.15 Mr. Christie made a motion to add item “d”—*assessing the lengths between economic growth and rising standards of living and between economic and political freedom*. Mr. Goodman seconded the motion.

The representative of the Management Committee expressed the concern about the amount of content and the assessment. Mr. Christie withdrew his motion to allow staff to offer new language.

WORLD GEOGRAPHY

- WG.1 No changes or amendments.
- WG.2 No changes or amendments.
- WG.3 No changes or amendments.
- WG.4 No changes or amendments.
- WG.5 No changes or amendments.
- WG.6 No changes or amendments.
- WG.7 No changes or amendments.
- WG.8 No changes or amendments.
- WG.9 No changes or amendments.
- WG.10 No changes or amendments.
- WG.11 No changes or amendments.
- WG.12 No changes or amendments.

VIRGINIA AND UNITED STATES HISTORY

Skills

- VUS.1 No changes or amendments.

Early America: Early Claims, Early Conflicts

- VUS.2 No changes or amendments.
- VUS.3 No changes or amendments.

Revolution and the New Nation

VUS.4 Mr. Christie made a motion to insert the following in Item “a.” Dr. Jones seconded the motion, and it carried unanimously.

- a) analyzing how the political ideas of John Locke and those found in *Common Sense* helped shape the Declaration of Independence.

VUS.5 No changes or amendments.

Expansion and Reform: 1801 to 1860

VUS.6 No changes or amendments.

Civil War and Reconstruction: 1860 to 1877

VUS.7 Mr. Goodman made a motion to add item “d” with the following language. Dr. Jones seconded the motion. The motion failed with a vote of 3 to 3.

- d) *describing Virginia’s role in the war including the major battles that took place in Virginia.*

Reshaping the Nation and the Emergence of Modern America: 1877 to 1930s

VUS.8 Mr. Christie made a motion to insert “*and the responses of*” after “Jim Crow” in item “c.” The motion was seconded, and it carried unanimously.

VUS.9 No changes or amendments.

Conflict: The World at War: 1939 to 1945

VUS.10 No changes or amendments.

VUS.11 No changes or amendments.

The United States Since World War II

VUS.12 Mr. Christie made a motion to insert new language in Item “c” to read as follows. Mr. Goodman seconded the motion and it carried unanimously.

- c) explaining the origins of the Cold War, including a description of the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, *and the role of the North Atlantic Treaty Organization (NATO) in Europe.*

Dr. Jones made a motion to change the language in item “g” to read as follows. Mr. Goodman seconded the motion, and it carried unanimously.

- g) explaining the collapse of communism, the end of the Cold War,
with emphasis on President Ronald Reagan's leadership role.

VUS.13 No changes or amendments.

VUS.14 No changes or amendments.

VIRGINIA AND UNITED STATES GOVERNMENT

GOVT.1 No changes or amendments.

GOVT.2 Mr. Christie made a motion to make philosophy plural in item "g." The motion was seconded, and it carried unanimously.

GOVT.3 No changes or amendments.

GOVT.4 No changes or amendments.

GOVT.5 No changes or amendments.

GOVT.6 No changes or amendments.

GOVT.7 No changes or amendments.

GOVT.8 No changes or amendments.

GOVT.9 No changes or amendments.

GOVT.10 No changes or amendments.

GOVT.11 No changes or amendments.

GOVT. 12 No changes or amendments.

GOVT.13 No changes or amendments.

GOVT.14 No changes or amendments.

GOVT.15 No changes or amendments.

GOVT. 16 No changes or amendments.

GOVT.17 Mr. Christie made a motion to delete item "e." The motion was seconded and carried unanimously.

GOVT.18 No changes or amendments.

RECESS FOR THE DAY

The Board meeting was recessed at 9:32 p.m. The Board meeting will resume at 9:00 a.m. on Friday, March 23, 2001.

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION MEETING
RICHMON, VIRGINIA

MINUTES

March 23, 2001

The Board of Education and the Board of Vocational Education reconvened in Senate Room B at the General Assembly Building, located at the corner of 9th and Broad Street, Richmond, Virginia with the following members present:

Mr. Kirk T. Schroder, President
Ms. Susan T. Noble, Vice President
Mrs. Jennifer C. Byler
Mr. Mark C. Christie

Mrs. Susan L. Genovese
Mr. Scott Goodman
Dr. Gary Jones

Dr. Jo Lynne DeMary
Superintendent of Public Instruction

Mr. Schroder called the meeting to order at 10:00 a.m.

PUBLIC COMMENT

The following persons spoke during public comment:

Gugar Koknar
Can Korman
Melanie Kernecklian
Ben Baronian
Oya Bain
Anne Norris

ACTION/DISCUSSION ITEMS

Final Review of Revised History and Social Science Standards of Learning

Mrs. Byler made a motion to give Dr. DeMary and staff authority to make editing changes in the document. Mrs. Genovese seconded the motion, and it carried unanimously.

Mr. Christie requested recess time to talk with the Management Committee in order to delete the quantity of material in the United States History section of the History and Social Science Standards of Learning. The Board agreed to return to this section after discussing the entire document.

The discussion resumed on the *Final Review of Revised History and Social Science Standards of Learning*. Mr. Schroder noted that the document was reviewed the

previous day and that numerous amendments were made. Mr. Schroder indicated that the Board will go through the entire document again at today's meeting, and the Board will be asked to make any further amendments to the document. Following are changes and amendments made by Board members. The new language is shown in italics.

PREFACE

No changes or amendments.

INTRODUCTION

No changes or amendments.

KINDERGARTEN—INTRODUCTION TO HISTORY AND SOCIAL SCIENCE

Dr. DeMary requested and received the Board's approval to make grammatical adjustments to the introduction section of Kindergarten—Introduction of History and Social Science. The new language will read as follows:

The standards for kindergarten students include an introduction to interesting Americans in history whose lives demonstrated the virtues of patriotism, courage, and kindness. During the course of their first year in school, students should learn basic concepts related to history, patriotism, national symbols, good citizenship, geographic location, economics, and the importance of following rules and respecting the rights and property of other people.

GRADE ONE—INTRODUCTION TO HISTORY AND SOCIAL SCIENCE

No changes or amendments.

GRADE TWO—INTRODUCTION TO HISTORY AND SOCIAL SCIENCE

No changes or amendments.

GRADE THREE—INTRODUCTION TO HISTORY AND SOCIAL SCIENCE

No changes or amendments.

VIRGINIA STUDIES

Civil War and Post -War Eras

VS.7. Mr. Goodman made a motion to amend item "b." to read as follows. Mrs. Byler seconded the motion. The motion failed.

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by

- b) describing Virginia's role in the war, *including identifying major battles that took place in Virginia: Bull Run (Manassas I and II), Wilderness, and Spotsylvania Courthouse.*

Mr. Christie made a motion to amend item "b" to read as follows. The motion failed for lack of a second to the motion.

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by

- b) describing Virginia's role in the war, *including key events and battles that took place in Virginia.*

Mrs. Genovese made a motion to amend item "b" to read as follows. Mr. Christie seconded the motion. The motion carried with a vote of 4 to 3.

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by

- b) describing Virginia's role in the war *including identifying major battles that took place in Virginia.*

UNITED STATES HISTORY TO 1877

No changes or amendments.

UNITED STATES HISTORY: 1877 TO THE PRESENT

No changes or amendments.

CIVICS AND ECONOMICS

CE.11 Mrs. Byler made a motion to amend item "c" to read as follows. Mr. Christie seconded the motion, and it carried unanimously.

- c) describing the impact of taxation including an *understanding of the reasons for the 16th Amendment, spending, and borrowing.*

WORLD HISTORY AND WORLD GEOGRAPHY TO 1500 A.D.

The Board agreed to rename this section *World History and Geography to 1500 A.D.* and the following section *World History and Geography: 1500 to the Present.*

WORLD HISTORY AND GEOGRAPHY: 1500 TO THE PRESENT

Era VII: Era of Global Wars, 1913 to 1945

WHII.9 As a member on the prevailing side of the vote previously taken on WHII.9, Mrs. Genovese asked the Board to reconsider the language. Mrs. Genovese made a motion to add the following new language. Ms. Noble seconded the motion, and it carried with a majority vote.

- b) explaining the outcomes and global effects of the war *and the Treat of Versailles*.

Mrs. Byler made a motion to offer the following substitute amendment. Mr. Goodman seconded the motion. The substitute amendment failed for lack of majority vote.

- b) explaining the outcomes and global effects of the war, including *atrocities against ethnic groups*, and the Treaty of Versailles.

Era VIII: The Post War Period, 1945 to the Present

WHII.15 Mr. Christie made a motion to add the following language in order to reduce the quantity level in this section. Mr. Goodman seconded the motion.

- b) assessing the impact of economic development and global population growth on the environment and society *with an emphasis on links between economic and political freedom*.

Mrs. Byler made a substitute motion to add the following language. The motion was seconded and carried unanimously.

- b) assessing the impact of economic development and global population growth on the environment and society, including an *understanding of the* links between economic and political freedom.

WORLD GEOGRAPHY

No changes or amendments.

VIRGINIA AND UNITED STATES HISTORY

The Board discussed the need to reduce the quantity of the content in this section, and after a brief recess to discuss this matter with the Management Committee, the Board proceeded with its business.

Expansion and Reform: 1801 to 1860

- VUS.6 Mr. Christie made a motion to delete item “a” and add to item “b” the following language. The motion was seconded and carried unanimously.
- b) identifying the economic, *political*, and geographic factors that led to territorial expansion and its impact on the American Indians (First Americans).

Mr. Christie made a motion to delete items “d” and “f” and add the following language. The motion was seconded and carried unanimously.

- e) describing the cultural, economic, and political issues that divided the nation, including slavery, *the abolitionist* and women’s suffrage movements, and the role of the states in the Union.

Reshaping the Nation and the Emergence of Modern America: 1877 to 1930s

- VUS.8 Mr. Christie made a motion to delete item “d” and add the following language to item “a”. The motion was seconded and carried unanimously.
- a) explaining the relationship among territorial expansion, westward movement of the population, *new immigration*, growth of cities, and the admission of new states to the Union.

- VUS.9 Mr. Christie made a motion to delete item “c.” The motion was seconded and carried unanimously.

Conflict: The World at War: 1939 to 1945

- VUS.10 Mr. Christie made a motion to delete item “a.” The motion was seconded and carried unanimously.

The United States since World War II

- VUS.12 Mr. Christie made a motion to combine items “b” and “c” and add the following language. The motion was seconded and carried unanimously.
- b) explaining the origins of the Cold War, and *describing* the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe.

Mr. Christie made a motion to delete items “e” and “f.” The motion was seconded and carried unanimously.

- VUS.13 Mr. Christie made a motion to combine items “b” and “c” and add the following language. The motion was seconded and carried unanimously.
- b) describing the importance of the *National Association for the Advancement of Colored People (NAACP)*, the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.
- VUS.14 Mr. Christie made a motion to delete item “c” and add the following language in item “d”. The motion was seconded and carried unanimously.
- c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education.

VIRGINIA AND UNITED STATES GOVERNMENT

No changes or amendments.

Adoption of the History and Social Science Standards of Learning for Virginia Public Schools

Ms. Noble made a motion to adopt the *Proposed History and Social Science Standards of Learning for Virginia Public Schools* ([Attachment A](#)). Mrs. Genovese seconded the motion and it carried unanimously.

The resolution reads as follows:

Resolution of the Board of Education: Revised History and Social Science Standards of Learning

WHEREAS, in June 2000 the President of the Board of Education appointed an Advisory Task Force on the History and Social Science Standards of Learning to review the 1995 History and Social Science Standards of Learning; and

WHEREAS, the Task Force has reviewed the History and Social Science Standards of Learning and made recommendations primarily in two specific areas: (a) sequencing for effective instruction and assessment and (b) quantity of material for effective teaching within available instructional time; and

WHEREAS, the History and Social Science Standards of Learning have been supplemented to recognize additional contributions and experiences of men and women of diverse racial, ethnic, cultural and religious groups in the history of Virginia, the United States and the world; and

WHEREAS, the Board has conducted public hearings on the revised History and Social Science Standards of Learning and comments from those hearings have been incorporated into the final document; and

NOW, THEREFORE, BE IT RESOLVED by the Board of Education that the revised History and Social Science Standards of Learning will be approved for implementation in Virginia’s public schools.

Adopted in Richmond, Virginia, this Twenty-Second Day of March in the Year 2001.

ADJOURNMENT

There being no further business of the Board of Education and Board of Vocational Education, Mr. Schroder adjourned the meeting at 12:14 p.m.

President

Secretary